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ABSTRACT

A 30 hour remedial reading workshop, designed for all secondary language arts teachers and for selected secondary teachers in all subject areas, is described in this report. The workshop was designed for teachers in the Pamlico County (North Carolina) Schools by members of that school system and the General Assistance Center at East Carolina University. The first three sessions were devoted to investigation of the reading problem and resulted in a decision to design a reading workshop for students to be implemented into the curriculum. Sessions 4-10 were then devoted to formulating a rationale to govern the course, writing behavioral objectives, developing strategies to achieve those objectives, and then selecting materials with which to implement the strategies. The syllabus for the proposed course is included in the report. (MKM)

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A Report On

APPROACHING REMEDIAL READING:

A STAFF DEVELOPMENTAL ACTIVITY FOR SECONDARY TEACHERS

Project Number 69001

Edited by

Janice Faulkner

Workshop Director

Initiated in the Pamlico County Schools

and

Sponsored by the General Assistance Center

East Carolina University

Greenville, North Carolina

September, 1975

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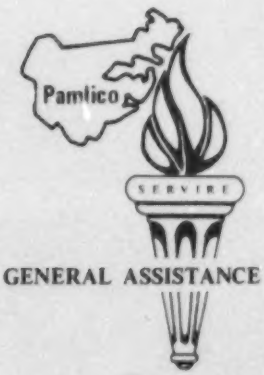
CS 002 206

Reading in the Secondary School

A Workshop in Reading Instruction for Teachers



GENERAL ASSISTANCE CENTER

Initiated in the Pamlico County Schools

and

Sponsored by the General Assistance Center

EAST CAROLINA UNIVERSITY

Greenville, North Carolina

September, 1975

This publication has been prepared by Janice Faulkner, General Assistance Center Workshop Director and Assistant Professor at East Carolina University with the help of Ann Paul, Assistant Principal of the Pamlico Junior High School. Special assistance in cover layout and design and other details has been provided by staff members at the General Assistance Center and the University Print Shop at East Carolina University.

FORWARD

This report on reading instruction in the secondary school is a product of a continuing effort on the part of the General Assistance Center at East Carolina University to help school systems improve classroom instruction. A request for assistance from the Pamlico County Schools produced a specific program tailored to the needs of that area, but its objectives and its content are flexible enough to be used in many other areas served by the General Assistance Center. In keeping with our aim to help school districts identify problems, plan and implement measures of improvement, and, in that process, to humanize the educational process, we have made this report available with the idea that sharing experience will improve our various capabilities.

The activity which is the subject of this report was supported by the General Assistance Center through funds made available from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the contents of this program do not necessarily reflect the position of either of those agencies on solutions to the problem of reading instruction.
The program described herein is instead the collective work of teachers enrolled in the workshop who are implementing the program in the Pamlico County High School in the fall of 1975. It is subject to revision and modification, depending upon its practicality in that specific environment. It has the full endorsement of those teachers who helped design it, and of the administrative staff responsible for its implementation.

Public school personnel desiring further information about this program or about other services of the General Assistance Center should

channel their requests through their local superintendent of schools. Upon request, the General Assistance Center can and will furnish assistance, not only in reading, but in math, special education, learning disabilities, health, science, counseling, and in other areas. We welcome your response to this report and your request for assistance.

--Clinton R. Downing, Director
General Assistance Center

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A REPORT ON APPROACHING REMEDIAL READING

CHAPTER I

THE PROBLEM

On January 29, 1975, the General Assistance Center at East Carolina University approved an E.S.E.A. Proposal submitted by the Pamlico County Schools and designed to find solutions to numerous reading problems already identified by teachers at various levels in the school system. Superintendent George R. Brinson, Project Director Paul Delamar, and two other committee members had reported that teachers in grades 7-12 needed training in teaching both comprehension and basic reading skills. The needs assessment in the formal proposal summarized the problem as follows:

> Continuing assessment in grades 7-12 reveals that as many as fifty percent of secondary students are reading below grade level. Many have deficiencies so severe that opportunities for real success in the course of study are limited. Teachers consider the reading problem to be the primary reason for the high failure rate and a contributing factor to the drop-out problem. Assessment statistics indicate that non-white students score lower than white students.
>
> Traditionally, secondary teachers have not been trained to cope with the broad range of abilities in a given classroom, much of which can be directly related to the students' reading levels. Language Arts teachers need a better understanding of how to provide remediation in reading. Other secondary teachers need training in the selection of subject area materials appropriate to the students' reading levels and instruction in how to design individual activities in which the student can succeed even though reading ability is limited.

The observation of the committee about the existance of a reading problem in Pamlico County was not speculative. Reading test scores given to juniors in the Pamlico High School during the academic year 1974-1975

revealed that the percentile scores fell drastically below national norms. Of the 155 students tested, only 2 ranked above the 90th percentile, while the scores made by 76 students fell below the 20th percentile. The average range for those students tested was between the 13th and the 19th percentile.

The total performance is recorded in the following summary:

Percentile	Number of Students in Range
90-100	2
80-89	5
70-79	7
60-69	10
50-59	20
Total in Top 50%	44
40-49	1
30-39	21
20-29	13
1-19	76
Total in Bottom 50%	111

Further evidence that a reading problem existed in the county was gathered in a survey made to get information about the preferences of students for content in short courses to be designed and incorporated into the curriculum during the 1975-1976 academic year.

The following short courses were suggested to students and their preferences recorded as follows:

COURSES	CHOICES	TOTAL
Adventure and Sports	1st	110
	2nd	25
	3rd	22
		157
Basic Speech	1st	14
	2nd	17
	3rd	17
		48

COURSES	CHOICES	TOTAL
Contemporary Media	1st	25
	2nd	47
	3rd	35
		107
Drama	1st	48
	2nd	31
	3rd	26
		105
Humor in Literature	1st	31
	2nd	55
	3rd	49
		135
Mystery and Supernatural	1st	54
	2nd	70
	3rd	55
		179
Mythology and Folklore	1st	20
	2nd	37
	3rd	46
		103
North Carolina Literature	1st	13
	2nd	14
	3rd	18
		45
Reading Workshop	1st	30
	2nd	21
	3rd	29
		80
Reading for Pleasure	1st	13
	2nd	36
	3rd	32
		81
School Publications	1st	15
	2nd	24
	3rd	27
		66
Short Story	1st	13
	2nd	30
	3rd	35
		78

COURSES	CHOICES	TOTAL
Survey of American Literature	1st	14
	2nd	6
	3rd	3
		23
Survey of English Literature	1st	9
	2nd	5
	3rd	11
		25
Teenage Fiction	1st	99
	2nd	81
	3rd	87
		267
A Taste of Creativity	1st	15
	2nd	21
	3rd	21
		57

Teachers gathering information for scheduling were surprised to find a high level of interest in a proposed reading workshop to learn basic skills and in a course in reading for pleasure, in which students would share what they chose to read with others. The most popular of the proposed courses was one called simply "Teenage Fiction", an indication that there might be high motivation to read, even among students with serious reading deficiencies. This combination of high interest with low performance provided the ideal environment for investigating solutions to the problems identified in standard testing and through teachers' observations. In summary, it was determined that nearly all of the students in grades 7-12 could be taught to read more and better than they appeared to be doing.

CHAPTER II

THE OBJECTIVES

Once the reading problem in Pamlico County had been clearly recognized by administrative staff and teachers in the school system, it became the intent of the proposal to find a means by which it might be solved. It was decided that a course of instruction by a reading consultant to continue through ten consecutive three-hour sessions should be provided for all secondary language arts teachers and for selected secondary teachers in all subject areas. The course was to be entitled Approaching Remedial Reading: A Staff Development Activity for Secondary Teachers; Project Number 690021.

An additional objective sought through the training of these teachers was to improve the reading skills of the students.

These objectives were formally stated in the proposal as follows:

1. By June, 1975, all secondary language arts teachers will have successfully completed appropriate staff development activities in reading as measured by a competency instrument to be administered by the instructor.
2. By June, 1975, selected secondary teachers in all subject areas will have successfully completed appropriate staff development activities in reading as measured by a competency instrument to be administered by the instructor.
3. By June, 1976, 75% of the target students (secondary students with reading deficiencies) will gain 1.5 years in vocabulary and reading comprehension as measured by the Test of Academic Progress.

The proposal sought to realize these objectives through a series of activities as follows:

1. All secondary language arts teachers (grades 7-12) will participate in a series of staff development activities designed to provide the knowledge and skills needed to instruct secondary students in remedial reading. Selected subject

area teachers will participate in those activities designed to improve the teacher's ability to cope with the reading problem as it relates to a particular discipline such as biology, home economics, etc.

2. We propose that a consultant in reading be employed by the General Assistance Center at ECU to conduct staff development activities in remedial reading for those secondary teachers described above.
3. We propose that the General Assistance Center consultant meet with teacher participants once a week beginning in February and concluding in April for a total of ten sessions.

The workshop described in the proposal actually began on March 13, 1975, under the direction of Janice Faulkner, Assistant Professor of English at East Carolina University. Three sessions were devoted to formal lecture, informal discussion, and sharing of experiences with reading difficulties the participants had encountered in their work. This rambling investigation of the scope of the problem resulted in a decision by the group, prompted by Supervisor Paul Delamar, that the class design a reading workshop for students to be implemented into the curriculum in September, 1975. Sessions four through ten were then devoted to formulating a rationale to govern the course, writing behavioral objectives, developing strategies to achieve those objectives, and then selecting materials with which to implement the strategies.

These sessions, like the first three, were informal, and for the most part, unstructured. There was a specific objective for each session, but the means by which it was arrived at evolved from the contributions participants made in their separate areas of expertise.

The first concrete result of the workshop was the compilation of a list of objectives for the proposed short course in reading. They included the development of perceptive skills, both visual and auditory; phonetic and structural analysis skills; contextural and vocabulary skills and

reading-study-reference skills. Formally, they were assembled into two groups as follows:

BASIC SKILLS (Areas covered: Word Recognition Skills and Survival Reading)

1. Perceives visual forms:

   a. shapes
   b. letters; capital and lower-case forms; letter names
   c. words as units made up of letters
   d. sentences as units made up of words.

2. Perceives auditory sounds:

   a. background sounds
   b. central sound stimulus
   c. difference between background sounds and central sound stimulus
   d. rhyming words.

3. Demonstrates ability to move eyes from left to right and make accurate return sweeps.

4. Demonstrates increased eye span by reading in "word units" of increasing length.

5. Demonstrates the ability to use the "shapes" (configurations) of words as clues to word recognition.

6. Demonstrates the ability to use context to determine word meaning.

7. Demonstrates increasing development and use of sight words in reading, writing, and spelling.

8. Demonstrates the ability to use the following phonic skills as clues to word recognition for words found in content-area materials:

   a. initial consonant sounds
   b. initial consonant substitution
   c. final consonant sounds
   d. medial consonant sounds
   e. consonant blends (initial, final, medial positions): bl, br, cl, cr, dr, fl, fr, pl, pr, tr, tw, dw, st, gr, sm, gl, sn
   f. conconant digraphs: ch, sh, th, wh, gh, ph
   g. consonant clusters: spl, str, thr, scr, shr, spr, squ
   h. multiple sounds of s, c, and g
   i. names of vowels: a, e, i, o, u
   j. short vowel sounds
   k. long vowel sounds
   l. vowel substitution
   m. common phonograms (word families, rhyming words) such as: ad, ame, ar, en, ight, old, ate, ill, ing, ast, amp, in, ale, age

8. n. varying sounds of a and u:
   1. a as in "all"
   2. a as in "car"
   3. a as in "băss" and "bāss"
   4. u as in "full" and "dull"

   o. discrimination between long and short vowel sounds
   p. vowel digraphs: ai, ay, ea, ee, oa
   q. vowel diphthongs: ei, ie, oi, oy, oo, ou, au, aw, ow, er, ue
   r. vowel + r combinations and varying sounds resulting
   s. silent conconants
   t. silent vowels
   u. syllabications -- basic patterns
   v. inflectional endings and varying sounds: s, es, 's, ing, and three sounds of ed
   w. dictionary pronunciation keys as guides to letter sounds.

9. Demonstrates the ability to use the following structural analysis skills as clues to both the recognition and meaning of words found in content-area materials

   a. compound words
   b. base words or root words
   c. prefixes and suffixes
   d. the plural with s and es
   e. the contractions (single and double)
   f. the past tense with ed
   g. syllabication
   h. inflectional endings: s, es, ing, 's, ed
   i. words formed by adding ing
   j. doubling the consonant before adding ing or ed if word ends in single consonant
   k. uses of the apostrophe s.

10. Demonstrates the ability to use the following functional or "survival" reading materials such as

   a. catalogs
   b. road maps
   c. charts
   d. highway and safety signs
   e. locational and information signs
   f. labels and ingredients lists on consumer products
   g. cartoons
   h. headlines in newspapers
   i. want ads in newspapers
   j. varying type sizes and patterns in headings
   k. illustrations and photographs
   l. specialized diagrams, patterns, outlines
   m. advertisements
   n. letter forms: simple business and simple friendly
   o. punctuation as a key to meaning
   p. application forms: job, social security, unemployment, food stamps, school records

q. sports box scores for baseball, football, basketball
r. specialized schedules: TV, radio, movies, bus, plane, school, work, shifts
s. outlines: content-area notes, text-books
t. Tables of Contents, indices, glossaries
u. titles, headings, sub-titles, authors
v. menus
w. telephone listings and yellow pages
x. operator's manuals for radios, TV, tape players, small appliances
y. calendars, appointment books, diaries
z. checkbooks, receipt books, pay envelopes, bank statements, time-payment agreements, credit applications, bills
aa. legal documents: licenses for hunting, fishing, marriage; birth and death certificates, family trees, wills.

COMPREHENSION (Areas covered: reading for meaning and understanding skills, work-study skills, reading to learn skills, rate skills)

1. Demonstrates the ability to recognize and complete missing parts and "take away" specified parts of:

   a. figures
   b. objects
   c. geometric shapes
   d. written words
   e. sentences.

2. Demonstrates the ability to recognize and name a wide range of specified objects and/or pictures of objects from various environments and/or content-areas.

3. Demonstrates the ability to use pictures to:

   a. answer questions
   b. find the main idea
   c. find supporting details
   d. make predictions
   e. draw conclusions
   f. interpret facts given
   g. identify emotional traits of characters and/or setting.

4. Demonstrates the ability to use given reading materials to:

   a. answer questions
   b. find the main idea
   c. find supporting details
   d. make predictions
   e. draw conclusions
   f. interpret facts given
   g. identify emotional traits of characters and/or setting
   h. interpret materials in relation to own experiences.

5. Demonstrates the ability to carry out correctly a sequence of printed directions.

6. Demonstrates the ability to recall sequence of events in materials read.

7. Demonstrates the ability to use punctuation as a guide to meaning: period, comma, exclamation mark, quotation marks, question mark.

8. Demonstrates the ability to use special type (boldface, italics, special lettering, all capitals, underlining) as a guide to meaning and to correct pitch and stress in oral reading.

9. Uses context as an indicator or clue to meaning of materials read.

10. Uses context as an indicator to correct pitch and stress.

11. Demonstrates the ability to make inferences and state generalizations from materials read.

12. Demonstrates the ability to perceive words in "units of thought" (phrases and sentences).

13. Demonstrates the ability to recognize basic story elements.

14. Demonstrates the ability to recognize the various "vocabularies" of the content-areas in his areas of study.

15. Demonstrates the ability to use the SQRRR method of reading in given materials from various content-areas.

16. Demonstrates the ability to outline given materials.

17. Demonstrates the ability to recognize antonymns, synonyms, homonymns, and homographs as clues to meaning in written materials.

18. Demonstrates the ability to use location and reference skills with written materials in:

    a. encyclopedias
    b. almanacs
    c. magazines
    d. card catalogs
    e. textbooks
    f. indexes
    g. tables of contents
    h. maps
    i. charts
    j. tables and graphs
    k. footnotes

19. Demonstrates the ability to match multi-meaning words with definitions appropriate to the context.

20. Demonstrates the ability to classify words by analogy and/or common characteristics.

21. Demonstrates the ability to perceive relationships in written materials:

    a. part-whole relationships
    b. cause-effect relationships
    c. general-specific relationships
    d. place relationships
    e. sequence relationships
    f. size relationships
    g. time relationships

22. Demonstrates the ability to tell the difference between fact and opinion; fact and fantasy.

23. Demonstrates the ability to identify and evaluate character traits, character reactions, and character motives in materials read.

24. Demonstrates the ability to vary rate of reading to varying purposes.

25. Demonstrates the ability to develop rate improvement skills such as:

    a. left-to-right progression
    b. reduction of regressions and number of eye-fixations per line
    c. reduction of vocalization in silent reading
    d. scanning and skimming for specific purposes.

The participants were well aware of two things: one is that not every child in the school system can master every skill in either category. The other is that some objectives listed under "Basic Skills" cannot be separated from others listed under "Comprehension"; that is, that the learning of basic skills increases comprehension, so that learning in both areas is sometimes simultaneous. The separation of the objectives into two basic groups is, therefore, somewhat arbitrary. The list was compiled as a guideline for choosing course content and designing strategies for teaching reading to non-readers at secondary level.

CHAPTER III

THE COURSE

Once the problem had been clearly identified and the objectives delineated, it remained for members of the class to design a reading course tailored to the specific needs of the students who needed reading instruction. The following course is unique in that it is patterned on a track similar to that used by swimming instructors who set up skills stations where students take a quick diagnostic test to determine whether they need instruction in that particular skill. If performance is satisfactory at that station, the student moves to the next station for a test of the skill taught at that station. The student moves on from station to station until he/she encounters a test he/she cannot pass, and thus begins his/her instruction at a level suited to his/her individual need. The rationale for such a course design is formally stated in the syllabus as follows:

> The student deficient in reading can best be helped to read if reading is geared to his level of ability. He should be confronted only with selections which are interesting and manageable. Emphasis should be upon helping the student find satisfaction and enjoyment and should teach him to absorb information he will need for functioning in an everyday world. Myriads of interesting techniques with a practical appealing nature should be used.
>
> Before instruction in this course is begun, all available means of identifying the reading abilities of the student must be utilized. Once these weaknesses are discovered, intensive guidance should begin in the area needed: basic skills, comprehension, and speed.

The course makes use of the following diagnostic tools.

DIAGNOSTIC TOOLS

SKILL TO BE DIAGNOSED	TOOL FOR DIAGNOSTIC USE	SOURCES
I. Visual Discrimination -shapes -letters -words -sentences	A. Visual Discrimination Tests: Level I, II, III	Thomas C. Potter and Gwenneth Rae, INFORMAL READING DIAGNOSIS: A PRACTICAL GUIDE FOR THE CLASSROOM TEACHER, Chapter 3, pp. 20-26
	B. Visual Memory Test	
II. Auditory Discrimination -central sound -background sounds -rhyming words -word endings	A. Auditory Discrimination Tests, Levels I, II, III	Potter and Rae, Chapter 3, pp. 12-21, Section on Perceptual Diagnosis
	B. Auditory Memory Tests, Levels I and II	
III. Sight Words -mastery of basic service words	A. Fry's Instant Words (6 groups of 100 words each for grades 1 through 4)	Wilma H. Miller, READING DIAGNOSIS KIT, Section 8, pp. 163-169, 172-176
	B. Individual Reading Inventory: "Word Recognition"	Miller, Section 7, pp. 126, 134-139
IV. Phonetic Analysis	A. Phonics Mastery Test from the BOTEL READING INVENTORY, Levels A, B, C, D	BOTEL READING INVENTORY, Published by: Follett Publishing Company, 1010 West Washington Blvd., Chicago, Illinois
V. Structural Analysis	A. Structural Analysis Inventories Levels for 2nd, 5th grades and secondary	Miller, Section 8, pp. 180-184
	B. Structural Analysis Test, Levels I, II, III, IV	Potter and Rae, Chapter 5, pp. 85-90
VI. Syllabication	A. Syllabication Tests, Levels I, II, III, IV	Potter and Rae, Chapter 5, pp. 81-85

SKILL TO BE DIAGNOSED	TOOL FOR DIAGNOSTIC USE	SOURCES
VII. Comprehension: Context Reading	A. Inventories in Context Clue Usage, Levels for 3rd, 6th grades and secondary.	Miller, Section 8, pp. 185-190
Silent Reading for -memory -inferences -interpretation	B. Silent Reading Paragraphs, Levels A, II, IV, Vi, VII, X, XII	Potter and Rae, Chapter 7, pp. 107-112
Cloze Procedure	C. Cloze Tests, Levels I, II, III, IV	Potter and Rae, Chapter 7, pp. 112-115
	D. Cloze Procedures, Levels for 3rd, 6th, eth grades	Miller, Section 11, pp. 219-231
Oral Reading	E. Oral Reading Checklists, Elementary and Secondary levels	Miller, Section 3, pp. 49-56
	F. Sample Oral Reading Paragraphs, 3rd 6th, and Junior-High level readers	Miller, Section 3, pp. 57-60
	G. Graded Oral Reading Paragraphs, for all levels 1st through 12th readers	Miller, Section 7, pp. 140-161
VIII. Reading-Study-Refern Reference Skills	A. Scanning for Information Test	Potter and Rae, Chapter 8, pp. 120-125
	B. Alphabetizing Skills Test, Levels I, II, III	Potter and Rae, Chapter 8, pp. 126-131
	C. Phonetic Dictionary Skills Test, Levels I, II, III, IV +	Potter and Rae, Chapter 8, pp. 131-137
	D. Dictionary Definitions Test	Potter and Rae, Chapter 8, pp. 137-139
	E. Information Location Test, Levels I, II, III	Potter and Rae, Chapter 8, pp. 139-144

SKILL TO BE DIAGNOSED	TOOL FOR DIAGNOSTIC USE	SOURCES
IX. Affective Behavior -self-concept -value reading as skill -awareness of reading progress	Projective-type tests:	
	A. Open-ended Story, Intermediate Level	Miller, Section 14, pp. 257, 261, 263
	B. Structured Reading Autobiography, Secondary Level	Miller, Section 14, p. 264
	C. Story and Theme Topics, Intermediate Level	Miller, Section 14, p. 267
	D. Interest Inventories, Intermediate and Secondary levels	Miller, Section 12, pp. 233-236, 240-244
	E. Incomplete Sentences Tests, Intermediate and Secondary levels	Miller, Section 13, pp. 245-248, 252-256
	F. Attitude and Interest Survey, Parts A, B, C	Potter and Rae, Chapter 9, pp. 147-156

The course itself is described for teachers in a synopsis as follows:

This course is designed to guide students in developing to their maximum in reading use and capacity. It is also designed so as to reinforce and extend those reading skills and applications acquired in previous years and encourage development of new skills and appreciations as they are needed to comprehend and enjoy advanced reading materials.

All students entering the course will be evaluated as to the following areas: phonetic analysis, structural analysis, visual and auditory discrimination, comprehension and affective behavior. After studying the individual's evaluation forms, he will be directed to the level appropriate for his advancement.

Level I	Perceptive skills (visual and auditory)
Level II	Decoding (phonetic and structural analysis skills)
Level III	Encoding (thought units, contextual clues, and vocabulary usage)
Level IV	Reading-Study-Reference Skills

The concepts, behavioral objectives, strategies, and suggested materials have been incorporated into the syllabus that follows.

SYLLABUS

CONCEPTS:

I. Reading is talking written down.

BEHAVIORAL OBJECTIVES:

A. Perceives visual forms:
   1. shapes
   2. letters, capital and lower case
   3. words as units made up of letters
   4. sentences as units made up of words.

STRATEGIES:

1. Choose pictures of hot rods, and other things of interest and identify shapes: circles, squares, triangles, etc.
2. Play classroom games with puzzles, objects, etc. that suggest shape.
3. Take visual perception inventories.

B. Perceives auditory sounds:
   1. background sounds
   2. central sound stimulus
   3. distinction between background and central sounds
   4. rhyming words
   5. word endings: ed, ing, d, t, s, es, 's, etc.

STRATEGIES:

1. Record school sounds and play back for identification.
2. Play games (Name That Tune, for example) where listening must occur.
3. Identify mystery sounds prerecorded of environmental sounds.
4. Identify ending sounds of words from a dictated list of known words.
5. Take auditory perception inventories.

C. Realizes the importance of:
   1. moving eyes from right to left
   2. increased eye span for reading in "word units".

STRATEGIES:

1. Conduct/hold interviews with the teacher for identification of eye span problems.
2. Confer with teacher concerning discovery of problems.
3. Take configuration test (recognize shapes of letters as clues).

D. Understands that written instructions are as valid as oral ones are.

I. D. STRATEGIES:

1. Carry out several sequences of printed instructions related to own interest area:

   a. recipes
   b. patterns
   c. operators' manuals
   d. personality-type quizzes.

2. Follow set of appealing directions.

E. Recognizes the relationship between sight words already mastered and potential understanding.

STRATEGIES:

1. Choose a special interest area and identify words not familiar.
2. Make a "mini-dictionary" of all words needed for a project or an content-area assignment.
3. Make a "mini-dictionary" of all words needed in a special project for a content-area project.

SUGGESTED MATERIALS:

1. Magazines and newspapers to cut up for pictures, puzzles, and games.
2. Cassette players-recorder and cassettes.
3. Recordings.
4. Manipulative shapes and logic puzzles.
5. Word lists.
6. Perception Tests from Potter and Rae, INFORMAL READING DIAGNOSIS, Chapter 3.
7. Sound Foundations, DLM Kit.
8. Cards.
9. Games: Password, Monoply.
10. Instructors'/operators' manuals.
11. Pack 'O' Fun.
12. CO-ED Magazine
13. Sports Illustrated.

CONCEPTS:

II. Decoding is a primary skill for reading.

BEHAVIORAL OBJECTIVES:

A. Uses phonetic skills as means to recognize and attack unfamiliar or unknown words.

STRATEGIES:

1. Identify, employ, practice, and apply following phonic skills as clues to word recognition for words found in content-area materials:

II. A. 1.

a. initial consonant sounds
b. initial consonant substitution
c. final consonant sounds
d. medial consonant sounds
e. consonant blends (in initial, final, medial positions): bl, br, cl, cr, dr, fl, fr, pl, pr, tr, tw, dw, st, gr, sm, gl, sn
f. consonant digraphs: ch, sh, th, wh, gh, ph
g. consonant clusters: spl, str, thr, scr, shr, spr, squ
h. multiple sounds of s, c, and g
i. names of vowels: a, e, i, o, u
j. short vowel sounds
k. long vowel sounds
l. vowel substitutions
m. common phonograms (word families, rhyming words) such as: ad, ame, ar, en, ight, old, are, ast, ill, ing, amp, in, ale, age
n. varying sound of a and u:
   1. a as in "all"
   2. a as in "car"
   3. ă as in "bass" and "bass"
   4. ŭ as in "full" and "dull"
o. difference between sound short/long vowels
p. vowel digraphs: ai, ay, ea, ee, oa
q. vowel diphthongs: ei, ie, oi, oy, oo, ou, au, aw, ow, er, ue
r. vowel + r combinations and varying sounds resulting from ar, er, ir, or, ur
s. silent consonants
t. silent vowels
u. syllabication -- basic patterns
v. inflectional endings and varying sounds: s, es, 's, ing, and three sounds of ed
w. dictionary pronunciation keys as guide to letter sounds.

B. Uses structural analysis skills as means to recognizing and attacking unfamiliar or unknown words.

STRATEGIES:

1. Identify, employ, practice and apply following structural analysis skills as clues to word recognition for words found in content-area materials:

   a. compound words
   b. base words or root words
   c. prefixes and suffixes
   d. the plural with s and es
   e. the contractions, both single and double
   f. the past tense with ed
   g. syllabication
   h. inflectional endings: s, es, ing, 's, ed

II. B. 1.

i. words formed by adding ing
j. doubling the consonant before adding ing or ed if word ends in single consonant
k. uses of the apostrophe s

C. Develops sight words and applies sight words in reading, writing, and spelling.

STRATEGIES:

1. Develop lists of sight words from general reading and from content-area reading.
2. Practice application of sight words by dictating "personal experience" stories, then reading stories.
3. Develop stories or paragraphs using given lists of specific sight words from given content-area materials.
4. Make a "mini-dictionary" which illustrates the correct usage of specified sight words.

SUGGESTED MATERIALS:

1. Words lists from content-area materials.
2. Recordings, tapes, charts illustrating phoneme-grapheme correspondences for practice.
3. Workbooks, work sheets for practice.
4. Games: "Phonics Checkers"; "Phonics Tic-Tac-Toe".
5. Check tests.
6. Teacher-made kits: "Using Sounds"; "Building Words"; "Sounds Crosswords".
7. Consonant/vowel substitution cards.
8. SRA Reading Lab I: "Word Games"
9. Collages of "sound pictures".
10. 101 Activities for Teaching Reading (J. Weston Walch).
11. Remedial Reading (Activities, lessons, and games) Spice Series.
12. Word lists from content area materials.
13. Charts, diagrams, posters, illustrating correct forms for structural analysis.
14. Workbooks/worksheets for skills practice.
15. Games: Word Building - "Word Parts Checkers".
16. Scholastic Scope
17. Teacher-made games, puzzles, check tests.
18. Sight word lists for application from content area materials.
19. Sight word lists from graded readers.
20. Catalogs, magazines.
21. Paragraphs for: (1) dictation; (2) removing basic sight words.

CONCEPTS:

III. Encoding is a primary skill for reading.

BEHAVIORAL OBJECTIVES

A. Perceives words in units of thought (sentences and sentence parts).

III. A. STRATEGIES:

1. Restate series of sentences in units of thought (phrases or sentence parts) to relate meaning.
2. Mark off given reading materials in interest area in units of thought to proceed oral reading.

B. Applies context clues to determine word meaning.

STRATEGIES:

1. Match multi-meaning words with definitions appropriate to context.
2. Classify words by common characteristics.
3. Classify words by analogy.
4. Supply words missing from given reading materials using the context as a clue.
5. Use context as an indicator to correct pitch and stress in oral and silent reading.

C. Recognizes vocabulary as it applies to specific subject matter area.

STRATEGIES:

1. Build a vocabulary list from a subject matter area for special study.
2. Play "concentration game" using sets of cards that require the correct matching of vocabulary and definitions from content areas.

D. Perceives the relationships in written materials:

1. part-whole
2. cause-effect
3. general-specific
4. place
5. sequence
6. size
7. time

STRATEGIES:

1. Recognize and complete missing parts and "take away" specified parts of:
   a. figures
   b. objects
   c. geometric shapes
   d. written words
   e. sentences.
2. Recognize and name a wide range of specified object and/or pictures of objects from various environments and/or content areas.
3. Categorize words according to use as indicators of sequence, size, time, place.
4. Use given reading materials to find and indicate cause-effect relationships.

III. D. 5. Use given reading materials to find and indicate general-specific relationships.
6. Use reading materials from interest or subject areas and make inferences and state generalizations found.

E. Carries out in correct ofder, a sequence of printed directions or instructions.

STRATEGIES:

1. Arrange in correct sequential order many different kins of exercises:
   a. words in lists (alphabetical)
   b. cut-up comic strips
   c. cut-up sentences
   d. questions and answers
   e. scrambled outlines and/or paragraphs
   f. receipes, or crift instructions.

2. Use locational and reference skills to research topic of interest or topic from content-area assignment using:
   a. encyclopedias
   b. almanacs
   c. atlas
   d. magazines and/or newspapers
   e. card catalogs
   f. textbooks
   g. index
   h. tables of contents
   i. maps and/or globes
   j. charts, tables, graphs
   k. footnotes, bibliographies.

F. Demonstrates the ability to use the functional or "survival" reading materials.

STRATEGIES:

1. Do numerous assignments of a practical nature using such materials as:
   a. catalogs
   b. road maps
   c. charts
   d. highway and safety signs
   e. locational and informational signs
   f. labels/ingredients lists on consumer products
   g. cartoons
   h. headlines in newspapers
   i. horoscopes and advice columns
   j. varying type sizes and patterns in headings in all types of printed materials
   k. illustrations and photographs
   l. specialized diagrams, patterns, outlines

III. F. 1. m. advertisements
n. letter forms: simple business and simple friendly, thank you, and get well notes
o. punctuation marks as clues to meaning
p. application forms: job, social security, unemployment, food stamps, insurance, school records
q. want ads in newspapers
r. sports box scores for baseball, football, basketball, etc.
s. outlines from content-area notes, and textbooks
t. tables of content, index, glossaries
u. titles, headings, sub-titles, authors
v. menus, simple recipes
w. telephone listings and yellow pages
x. operator's manuals for radios, TV, tape players, small appliances
y. calendars, appointment books, diaries
z. financial records: checkbooks, pay envelopes, bank statements, time-payment agreements, credit applications, loan agreements, receipt books, bills, installment buying terms
aa. legal documents: licences for operating businesses, licenses for hunting and fishing, auto licenses and registrations, birth certificates, death certificates, wills, deeds, family trees

G. Demonstrates the ability to recognize varying uses and purposes of fiction and non-fiction.

STRATEGIES:

1. Inspect various written materials in an interest area (in fiction) and distinguish between fantasy and reality.
2. Inspect various written materials in an interest area (in non-fiction) and distinguish between fact and opinion.
3. Inspect various written materials and identify and evaluate the traits, reactions, and motives of the characters read about.

H. Recognizes and employs a reading rate based on the "purpose" of the reading.

STRATEGIES:

1. Compare reading materials of varying complexity and difficulty to determine the rate needed for comprehension.

I. Demonstrates the ability to develop rate improvement skills.

STRATEGIES:

1. Uses appropriate left-to-right progression in reading materials at all times.

III. I. 2. Show a reduction in the number of regressions and the number of eye-fixations per line when reading content-area materials and when reading for pleasure.
3. Show a reduction in vocalization when reading assignments silently.
4. Practice scanning/skimming reading assignments to find main ideas

SUGGESTED MATERIALS:

1. Selected readings from subject areas for making sentence lists.
2. High-interest readings from magazines, newspapers, etc.
3. Lists of multi-meaning words frequently confused.
4. Word Analysis Practice Cards (Harcourt, Brace) Levels A, B, and C.
5. "Cloze-type" activity sheets made from materials in content areas.
6. High-interest paperbacks.
7. Vocabulary lists from content-area materials.
8. Cards for making a series of "concentration games".
9. Photographs or drawings of specialized objects peculiar to subject areas or environments.
10. Collection of objects, tools, equipment for correct "naming".
11. Magazines, books, and catalogs for finding illustrations and descriptions of objects.
12. Lists of words that indicate sequence, time, place, and size.
13. Selected readings from (a) high-interest materials, (b) subject-areas, and (c) magazines, newspapers, paperbacks.
14. Word lists.
15. Comic strips.
16. Advice columns as "Ann Landers", "Dear Abby", or teenage question-answer columns in magazines of interest.
17. Recipe books.
18. Outlines from content-areas.
19. Craft magazines.
20. Sentences, questions/answers from content-areas.
21. Locational and reference materials.
22. Lists of topics for simplified research from interst areas and from content-areas.
23. Sears and other catalogs.
24. Road maps from many states; several copies of each.
25. Assorted catalogs, operators' manuals, how-to-do-it handbooks.
26. Charts, diagrams, photographs of signs.
27. Empty cartons, boxes, labels, containers for many assorted consumer products.
28. Newspapers, magazines, and student publications.
29. Books that illustrate the varying types of printing styles.
30. Collections of printed advertisements.
31. Varying forms of stationery and envelopes.
32. A variety of application forms.
33. Content-area outlines.
34. Textbooks from content-areas.
35. Collections of menus/recipes.
36. Assortment of telephone directories.

III. SUGGESTED MATERIALS:

37. Assorted operator's manuals.
38. Samples of a wide variety of calendards, and appointment books.
39. Samples of financial record-keeping materials.
40. Samples of a wide variety of legal documents.
41. Magazine articles.
42. Selected short stories.
43. Tapes/recordings of stories and/or plays.
44. Newspapers, magazines, hobby books, biographies, editorials, columns.
45. Selected short stories of high interest, such as the PAL Paperbacks (Xerox Publications).
46. Short plays and biographies of well-known fictional and non-fictional characters.
47. Reading materials in content-areas, graded for difficulty of: (1) vocabulary, (2) concepts, and (3) format.
48. Controlled Reader.
49. Tachomatic 500.
50. Graded oral reading paragraphs.
51. Study guides from SRA or Xerox Publications.

CONCEPTS:

IV. Reading, both now and later, can contribute to one's pleasure and knowledge that he requires and will require in later life.

BEHAVIORAL OBJECTIVES:

A. Understand that people read either for pleasure or for information, or both.

STRATEGIES:

1. Discuss areas of interest -- both vocational and avocational.
2. Draw from "Project Box" one that interests you; plan the project and project all necessary materials, etc. to complete it, including the costs.
3. Use the TV GUIDE to search for and list programs of interest in the areas of sports, comedy, music, drama, science, nature, quiz shows, family life, etc.

B. Recognizes own limitations in reading ability.

STRATEGIES:

1. Skim textbook materials for central ideas or for specific points determining meaning from context.
2. Use newspaper headlines for making a bulletin board, in collage style.

C. Realizes that individual reading ability can be improved.

IV. C. STRATEGIES:

1. Take simple teacher/student-made tests frequently and standardizec ones at regular intervals.
2. Interpret individual reading scores and keep individual reading charts.
3. Choose appealing books from Book Barrel, library, etc. to read and compete with self for speed/comprehension.

SUGGESTED MATERIALS:

1. Catalogs, such as Sears, Montgomery Ward, J.C. Penny.
2. Project box with a wide variety of suggested projects that reflect a very wide range of interest.
3. Newspapers.
4. Magazines.
5. TV GUIDE.
6. Materials to make reading charts.
7. Collection of high-interest books.
8. Teacher-made tests.
9. Student-made tests.
10. Informal inventories for checking rate and comprehension.
11. Speed Reading Machines.

CHAPTER IV

THE EVALUATION

An important provision of the Pamlico County proposal was evaluation of the training workshop by the participants themselves. Especially important were the criteria on which evaluation was to be based. They were formally set forth in the proposal as follows:

1. The quality of the staff development activities will be determined by surveying participants as to the effectiveness of the training after classroom application.
2. The long term effects of project activities will be determined by the success in reaching objective #3 under Objectives.

The objective #3 referred to in this provision of the proposal aimed at elevating vocabulary and reading comprehension among target students by 1.5 years as measured by the Test of Academic Progress.

The value of the workshop was to be judged by whether the program it produced would get measurable results in Pamlico County. Participants devoted one half hour of the last session to the writing of a short impromtu comment on the workshop. Signatures on the papers were optional. The unedited evaluations, all unsigned here, read as follows:

> The class has been very enlightening as to the dire needs of the high school sutdents of the county. The introductory lectures the instructor gave led the class directly into a discussion of the needs for the county public schools. The majority of the course was spent very productively with every member of the class sharing ideas and experiences. I feel that at the completion of the course every member involved had gained tremendously in her knowledge of the problems our students face not being able to read. I, also, feel that the reading program resulting from the discussions in the course will be very profitable for the county schools.

The ten meetings of this inservice workshop provided me with an excellent opportunity for personal and professional growth. The background lectures, group discussions, and individual participations were major features of the workshop that contributed to its success. The most outstanding feature of the workshop was the end-product: a plan, with details, for the implementation of an across-the-board teaching of reading in the secondary school.

This reading workshop has been invaluable for many reasons but I shall only attempt to mention three. First, the instructor gave of her time and talent unselfishly and honestly in that she rolled up her sleeves and went to work along with us helping us identify our own problems in reading and to do something about them. In the second place, we openly and unselfishly opened up ourselves and "put our problems on the table" and really took a good long look at them without thinking of our various subject matter areas. Finally, and what hits me as most importantly, we were led to develop and design a reading course for our own particular situation -- one to be implemented in the fall of 1975. Instructor, students (teachers) and course outline -- Wow! What a combination but a very unique one.

Although I am not a reading teacher, this course has spoken to several of my areas of concern. The writing of the course objectives and plan of action was a good experience for this new teacher. The most important part of the course has been listening to the discussion of the more experienced teachers as they hashed out this new course. I'm sure I learned more about teaching here than I did in college! The course was well-moderated and always moved in an obvious direction.

This course has been both informative and interesting. I have learned a great deal about discovering various reading problems and solving those probelms by the use of different materials. For example, we worked with two students and discovered that one had a problem with comprehension and the other with phonetics. We partially solved their problems in two nights. Also, I have acquired some knowledge of how to design a reading course. I have found Dr. Faulkner to be a wonderful instructor who has the ability to really motivate her students.

The reading course has been enjoyable and rewarding. I liked the informal, relaxed atmosphere. Each participant, irrespective of her background and training, was encouraged to participate. My understanding of reading problems and their effect on young people has been greatly increased. The idea of bringing in students with reading problems was a good one. We learned much from the interview with Jamie and his friend. The reading course to be included in the high school curriculum this fall should be more successful because of the work done in this class. Those of us who have attended are enthusiastic about the project. We have an understanding of the importance of all teachers contributing to its success and we have ideas of ways in which we can actively assist.

(continued) The unit outlined through cooperative planning has been a learning experience for each of us. I have enriched my own classes through use of strategies and materials suggested. I have plans for using additional ideas learned from examination and evaluation of materials.

The reading workshop was an informal discussion period lasting ten weeks. The participants were all interested in problems which concerned teaching in our own county. During the discussion periods, we talked of practical methods to aid slow readers and those considered non-readers. Two students were brought in to talk to the group. These students demonstrated the types of reading handicaps which our students face, and we were able to see first hand exactly how much we needed to know how to help students read. The group also worked out a practical (we hope) reading curriculum for the high school.

This course in reading has been most helpful in directing my understanding of individual students and their reading problems. As a result of the methods which have been illustrated and discussed in this class, I feel that my future students will be able to acquire a wider knowledge of our language than the past students. I am very grateful to Mrs. Faulkner for her time, patience and enthusiasm that she has utilized during this class time.

Reading workshop has given me some deep insights in reading that are practical approaches to improving reading. The course was informal, relaxing, and elevating. Mrs. Faulkner, our instructor, was very interesting, humorous, and knowledgeable. I recommend this course and her as the instructor for all English and reading teachers.

Obtaining a broad view of the kinds of reading skills in which the students are deficient, the extent of these deficiencies, and some of the casual factors; being involved in discussing and developing specific strategies for correcting these deficiencies and in critically reviewing materials to support a course in reading; and participating in the development of the reading course of study planned for the Pamlico County High School has provided me with clearer insights and concepts that will improve my ability to select and utilize library media to meet the students' reading needs, prepare relevant library reading displays, and provide reading guidance for the students.

In evaluating this course, I cannot put into words the measurement of the appropriate amount achieved. This class has been tremendously helpful to me in reinforcing the reading (linguistics) course I had in college. Some of the basics introduced are being and have been used in class. I have recognized the problems in reading and the approximate solutions to them.

> Even though the class was not like I had expected it to be, I think it was beneficial to all who took it. Many different reading techniques were brought out in the discussions. The teacher in each subject matter field had an opportunity to be benefited in their own disciplines. Preparing a course outline for a reading course was a new experience. Even though the course was different from what I had expected, everything is well that ends well.

Since the participants had themselves provided most of the materials and had designed and edited the reading course described in Chapter III, their reactions to the workshop were more significant than they might otherwise have been, for they were in effect called upon to rate the quality of the instruction, the value of the product, and the prospect for its implementation into the curriculum.

CHAPTER V

THE TRAINING MODULE

Before any reading course, no matter how carefully it is designed, can be implemented with any degree of success, it must be accepted as a legitimate and necessary part of the curriculum. Most of the teachers in Pamlico County have held the traditional view that reading instruction should be finished in the elementary grades and that skills not mastered there will probably not be learned. It thus became the responsibility of the workshop leaders to persuade the teachers in all academic areas that the refinement of reading skills is gradual and that direct teaching of reading skills must proceed in an unbroken line from first through twelth grades.

As is the case with most teachers in grades seven through twelve, the faculty perceived themselves as untrained for any role in implementing a reading program at their level. The objective of the supervisory staff in the designing of its training module for school opening was to convince teachers in the content areas that they need to teach process or the procedures by which students acquire information and grasp concepts in their areas. The aim was to encourage the teaching of reading as a means of improving understanding of content.

Among the skills needed by teachers to implement instruction based on reading awareness are the following:

1. A way to determine a student's readiness to read assigned materials.
2. A way to determine the readability of assigned tests and

and supplementary materials.

3. A procedure to show students how to preview reading materials for studying.

4. A method of designing lesson plans based on awareness of reading deficiencies.

In order to provide teachers instruction in reading-oriented teaching in content-areas, the supervisor Paul Delomar, and members of his staff designed a four-day in-service workshop filled with activity-centered seminars. The program follows.

Wednesday, August 20

8:30 - 9:00	Introduction George R. Brinson, Superintendent, Pamlico County Schools.
9:00 - 11:30	"The Reading Problem: Diagnosis and Identification" Ann Burks, Reading Director, Pitt Technical Institute
(9:30-9:50)	Break
1:00 - 3:00	"Determining the Readability of Classroom Materials" Janice M. Faulkner, English Department, East Carolina University (All teachers should bring a copy of their content area text and one supplementary source from their area.)

Thursday, August 21

8:30 - 11:30 and 1:00 - 2:30	"How Children Learn to Read" Elizabeth Humphries, Elementary Supervisor, Pamlico County Schools
(9:30-9:50)	Break
2:00 - 3:00	"The Role of the Content Area Teacher in Extending Reading Skills" Anne Paul, Pamlico Junior High School

Friday, August 22

8:30 - 11:30	"Teaching Reading in the Content Areas" Anne Paul
(9:30-9:50)	Break (No afternoon session)

Monday, August 25

8:30 - 9:30	"The Relationship Between Reading and Writing Skills" Janice Faulkner (All Language Arts teachers, secondary)
8:30 - 9:30	"Application of SQ3R to Content Areas" Ann Burks (All secondary teachers except Language Arts)
(9:30-9:50)	Break
9:50 - 11:30	"Application of Comprehension and Study Skills in Content Areas" Ann Burks and Janice Faulkner
*1:00 - 3:00	"Reading in YOUR Classroom" Ann Burks and Janice Faulkner

NOTE: All classes will be held in the Business Lab at Pamlico County High School.

*The afternoon session on the last day was given over to the actual designing of lesson plans based on reading-awareness. Teachers in the content areas worked alone and in groups to plan their first units of work and conferred with the specialists about the instructional soundness of their reading-oriented plans.

By the end of the fourth day of the workshop, each participating teacher had a notebook full of supplementary materials on which instruction was based. A file of all materials distributed in the workshop is available by request from the General Assistance Center or from the editor of this report. The following items are examples only. See the training module schedule for the names of seminar leaders and their subject areas.

The following outline is provided as a sample of those governing the workshop sessions. It was compiled by Ann Paul for an afternoon session on Thursday, August 21, entitled "The Role of the Content Area Teacher in Extending Reading Skills."

OBJECTIVES:

A. To inspire a content teacher to help his student understand his subject as fully as his capability will allow.

B. To provide strategies for the teacher to help develop skills needed for this understanding.

C. To identify the skills students need to perform well within your discipline.

D. To evaluate their abilities in using these skills.

E. To develop your competence in constructing reading exercises to improve these skills based on the content materials used in the classroom.

I. INTRODUCTION

- A. General remarks
- B. Why teach reading in content areas
  - 1. Responsibility of all teachers
  - 2. To avoid being an assumptive teacher
  - 3. To develop strategy (game plan) for promoting success
- C. Croft's remarks
- D. Types of reading instruction
  - 1. Remedial reading
  - 2. Corrective reading
  - 3. Developmental reading (content teachers)

II. READING PROCESS

- A. Perception
- B. Comprehension
- C. Reaction
- D. Integration

III. ROLE OF THE CONTENT AREA TEACHER

- A. Reading readiness
- B. Vocabulary development
- C. Reading comprehension
- D. Study skills
- E. Rate

IV. ESTIMATING READABILITY

- A. Textbook problems
  - 1. Understanding the content itself
  - 2. Purposes the teacher establishes for reading the material
  - 3. Readability
- B. Knowledge of readability means
  - 1. Supplemental materials selected more intelligently

B. 2. Reading level matched to level of student
C. Factors causing the greatest difficulty
1. Vocabulary
2. Sentence length

V. USING BOOK PARTS

A. Introduce orally
B. Emphasize unique features
C. Written activity (ungraded)
1. Problem solving exercise
a. Questions
b. Crossword puzzle based on preface
D. Test students' skills in informal reading inventory on
1. Using book parts
2. Using source materials
3. Using maps, charts, diagrams
4. Understanding vocabulary
5. Noting main ideas, etc.

VI. INTERPRETING GRAPHICS

A. Kinds
B. Problems inherent

VII. ASSESSING STUDENTS' ABILITY TO READ CONTENT

A. Readiness activity based on representative selection
B. Reference based on social studies -- "The Art of Questioning", Handbook for Social Studies Teaching (Holt, Rinehart & Winston, 1967). Applicable to any content field.

VIII. MAKING AN INFORMAL READING INVENTORY

A. Sample English inventory test available
B. Sample math survey test available
C. Group reading inventory social studies profile chart available

IX. EXTENDING VOCABULARY

A. General vocabulary
B. Technical terms
C. Specialized vocabulary (content teachers)
D. Necessity for vocabulary emphasis
1. Most significant determinant of reading comprehension
2. Most important skill -- determining word meaning from context clues
E. Patterns through which context reveals meaning
1. Outright definition
2. Examples
3. Modifiers
4. Restatement
5. Inference

F. Vocabulary exercises
   1. Sentences from text with multiple choice exercises
   2. Analyze word parts - reveal meanings of technical terms
   3. Categorize words
   4. Word puzzle

X. IMPROVING COMPREHENSION

A. Literal
B. Interpretive
C. Applied
D. Exercise based
   1. Phrase meaning
   2. Sentence meaning
   3. Paragraph meaning
   4. Analysis of patterns of organization within paragraphs
      a. Time sequence (Soon, then, last)
      b. Comparison/contrast (on the other hand)
      c. Cause/effect
      d. Enumerative (First, second)
5. 5. Chapter, unit meaning

XI. RELATING RATE TO PURPOSE

A. Intensive reading
   1. To analyze or criticize - purpose
   2. Slowest
B. Casual reading
   1. Recreation
   2. Faster than intensive
C. Accelerated reading
   1. Main ideas
   2. Time short
D. Selective reading - rapid
   i. Scanning exercises
      a. Think thank think think
         Include 15 words to mark first word each time it appears (35 seconds)
      b. Key word mixed in list of forty words all beginning with same letter (20 seconds)
      c. Multiple choice of phone numbers
   2. Skimming exercises - systematic approach
      a. Newspaper article - 30-45 seconds
      b. Magazine article - 60-75 seconds
      c. Textbook chapter - 2-3 minutes

VII. DEVELOPING STUDY SKILLS/PREPARING STUDY GUIDES

A. Clarify purpose of assignment by previewing
B. Pose questions on reading
C. Provide exercises based on text material to develop vocabulary and comprehension to promote reading carefully

D. Summarize to check recall
E. Test (By teacher or self-imposed)
F. SQ3R (Survey, question, read, recite, review)
G. Study guide format (for chapter or text)
    1. Background discussion
    2. Previewing techniques
    3. Objectives in behavioral terms
    4. Vocabulary exercises of key terms
    5. Prepare 25 questions on several cognitive levels
    6. Exercise stressing organizational pattern of the chapter
    7. Develop at least 10 different enrichment activities including research questions requiring use of sundry sources

The following instructions for determining the readability of classroom materials are provided as a sample of the instructional supplements distributed to participants in the workshop. It was compiled by Janice Faulkner for use in an afternoon session on Wednesday, August 20, entitled "Determining Readability of Classroom Materials." Teachers were asked to bring a copy of their content area text and one supplementary source from their area. They used the formulas on these materials during the session itself.

DETERMINING READABILITY THROUGH FORMULAS

READABILITY: The match between student and materials is an ongoing problem. Textbook publishers usually indicate a grade level for their reading materials. These grade levels are useful as a rough guide in choosing readings for students who show a grade level score on a standardized test. But since different publishers apply different readability formulas, the results and the match are often uneven and unreliable.

Readings in the content areas such as the sciences, the social studies and mathematics are most often ungraded. Then, too, as your collection of trade books grows, you need some way of assessing them for use.

Readability formulas can help you in making these assessments. These formulas have been criticized because they deal only with word length or number of syllables and the length of sentences. They do not focus on structural complexity such as types of clauses, and how these clauses are embedded. For example, linguists note that long compound sentences are easier to process than complex sentences which are short. Nevertheless, research supports a high correlation between sentence length and structural

complexity so that the existing readability formulas can be taken seriously -- at least until more precise ones are proved in.

There are at least eight readability formulas in current use which deserve exploration. Prominent names in reading are attached to them. (Spache, Dale-Chall, Flesch, Fry). They are all similar in content, but differ in the way the content is manipulated. We would like to recommend the Gunning Fog Index as an easily learned and easily applied rough measure.

GUNNING FOG INDEX

1. Count a sample of 100 words.
2. Count the number of "difficult" words (words of three syllables or more).
3. Compute the average number of words per sentence.
4. Add the answer for (2.) to the answer for (3.). Multiply the sum by the constant: .4 . Your answer is an approximate grade level.
5. Repeat the process on at least two more samples spaced throughout the material or book. Take an average of all the samples for a final determination.

Be sure to include a sample of any passages which give directions to the student. Most of all, remember to apply such formulas flexibly. USE THEM -- DO NOT LET THE FORMULAS USE YOU OR YOUR STUDENTS.*

Another readability formula which gages the level of subject matter texts above fourth grade level is the Smog Index.

SMOG INDEX

1. Find the first 10, the middle 10, and the last 10 sentences in the book. (B-M-E)
2. Count the number of polysyllabic words in each sample and add them together.
3. Find the closest perfect square of that total.
4. Find the square root of that number and add 3.
5. The total indicates the grade level.

A third readibility index is the Fry Index which gages readibility by plotting the results of the survey on the attached graph.**

*From Instructor's Aid, Volume 2, Number 25 Issue, March 19, 1975, A and B editions.

**The graph is not provided in this sample but it is available from the General Assistance Center or from the editor of this report.

FRY INDEX

1. Randomly select 3 one-hundred word passages from a book or an article.
2. Count number of syllables per 100 words in each passage.
3. Plot average number of sentences per 100 words on a graph to determine the grade level of the material.
4. Choose more passages per book if great variability is observed and conclude that the book has uneven readability. Few books will fall in gray areas but when they do grade level scores are invalid.

Example:

	Syllables	Sentences
1st hundred words	124	6.6
2nd hundred words	141	5.5
3rd hundred words	158	6.8
AVERAGE	141	6.3

Readability 7th grade.

FOLLOW-UP

The success of the Pamlico County reading-oriented program will be evaluated during the middle of the academic year and a full study of its merits made at the end of the school year. The implementation of the program will be closely supervised by those persons involved in its design and the consultants will be available to confer with the teachers at intervals during the academic year.

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